



OLA Assessment

In this section you will find:

ACTFL Pyramid of Language Proficiency Levels

OLA Simplification of ACTFL Levels

ACTFL Benchmarks (Novice Low – Intermediate Mid)

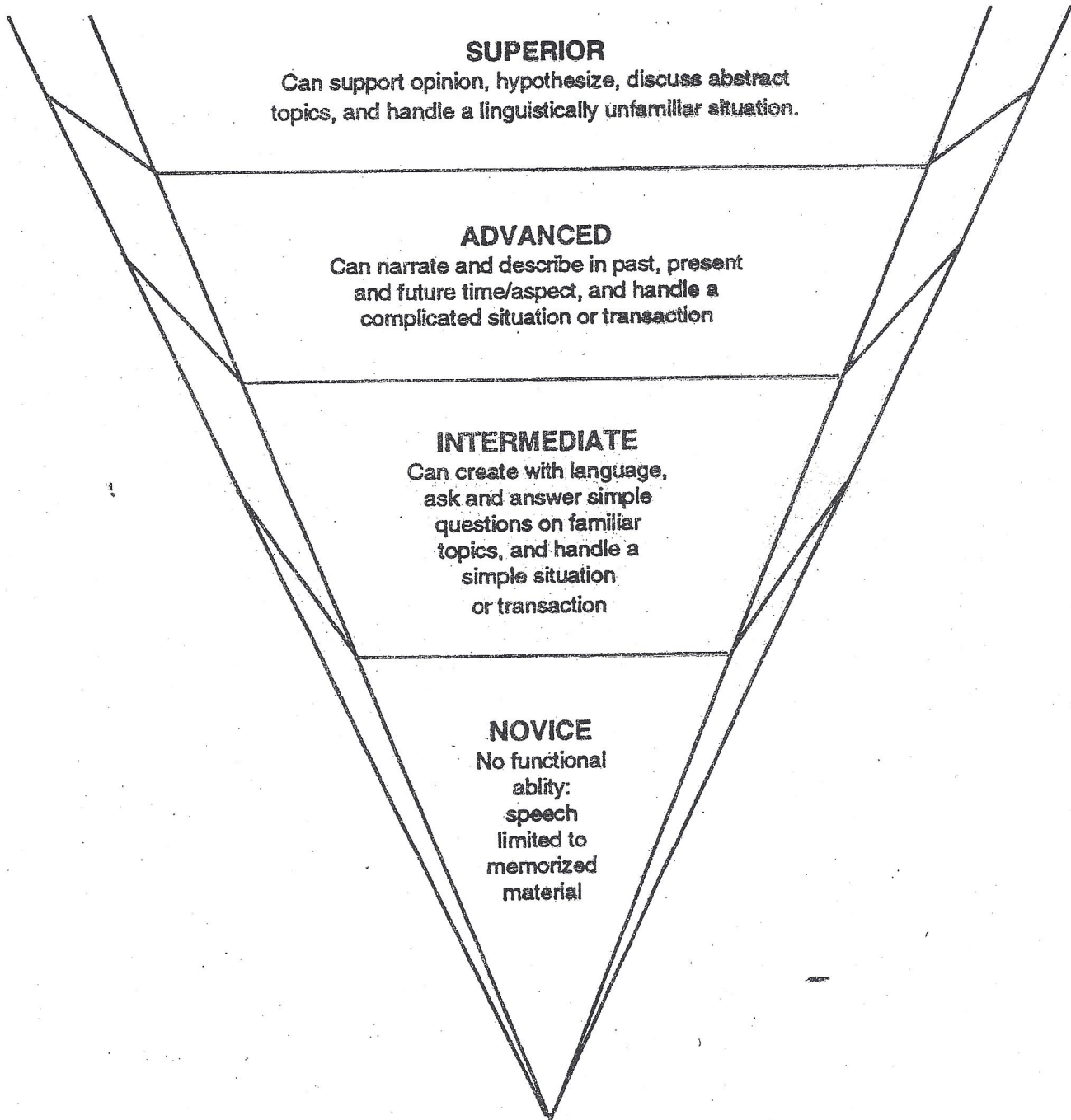
ACTFL Oral Proficiency Guidelines –

Suggestions for moving up the scale

Understanding the OLA Rubrics

OLA Language Level Rubric

OLA Goals Rubric



**Inverted Pyramid Showing Major Levels
of ACTFL Rating Scale**

Spanish III/ IV (IM-IH)

- Solidifying usage and practice
- Past and future time frames
- Once have strings of sentences with details and variety.....

Spanish II (IL-IM)

- extending sentences - more vocab and variety
- creating with the language
- simple sentences

Spanish I (NL-NH)

- beginning to create with the language
- simple sentences - emerging
- Phrases (*memorized*) / chunks
- vocab lists



Spanish
PASS Benchmark 1/2
(ACTFL Novice Low)
(ACTFL Novice Mid)

Content	Functions	Text Type	Accuracy
Self	Make & respond to greetings and introductions	Using isolated words and phrases	Students communicate & understand after no more than two repetitions
Clock Time	Express quantity (numbers)	Using simple sentences where appropriate	Culturally appropriate
Classroom	Use a few basic everyday words and expressions		
Calendar	Respond to a few basic commands		25%
Family	Identify and List		
Content	Functions		ACTFL:
Seasons /Weather	States like and dislikes (ACTFL-I)		Make requests & obtain information using simple questions
Activities	Ask simple questions		Understand some familiar ideas presented in uncomplicated sentences or paragraphs
Home	Provide simple descriptions		Begin to provide information using learned phrases and short sentences
Clothing	Provide basic information		
Animals	Get someone's attention		
Friends	Express Location		
Foods	Make requests		



ACTFL

THE AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Spanish II
PASS Benchmark III
(ACTFL Novice High)

Content	Functions	Text Type	Accuracy
City/Town/Community	Express frequency of events/ actions	Using simple sentences where appropriate	Students communicate & understand
Stores/Shopping	Extend, accept, and reject invitations		50%
Schedules	Use numbers, prices and times in common situations		Culturally appropriate behavior
School	Give and receive addresses & telephone numbers		
Geography			
Social Activities/Interests			
ACTFL:			
Understand important ideas & a few details from simple authentic sources with some errors in comprehension			
Express important ideas & a few details in sentences in conversations & simple written paragraphs			



ACTFL

THE AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

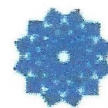
Spanish III
PASS BENCHMARK IV
(ACTFL Intermediate Low)

Content	Functions	Text Type	Accuracy
Topics included in 1-2 and:		using simple sentences	Students can:
Health	Describe		
	Compare		understand & convey messages with some repetition in conversation with speakers accustomed to dealing with non-native speakers/singers.
Occupations/Services	Use & understand expressions indicating emotions		demonstrate control of basic structures & vocabulary, although errors in production may interfere with meaning.
Travel/Vacations	Express needs & request assistance		generally use culturally appropriate behavior in social situations
Future Planning	Initiate, sustain, & close a simple conversation in predictable situations		
Daily Routines	Accomplish everyday tasks		
	Make Alternative suggestions		
	Confirm obtained information		
ACTFL It is at this stage that the student begins to recombine learned materials, create with language, speak & comprehend a series of sentences.	ACTFL This level marks that the student has crossed a major language threshold.		ACTFL Understand important ideas & some details from non-complex authentic sources with few errors in comprehension Express important ideas & some details w/strings of sentences & short written paragraphs



Spanish IV
PASS BENCHMARK V
Intermediate Mid

Content	Functions	Text Type	Accuracy
Topics included in 1-3 and: Leisure Activities	Function in some unpredictable situation	using strings of sentences when appropriate	Students can: understand & convey messages with some repetition in conversation with speakers accustomed to dealing with non-native speakers/singers
Holidays and Traditions	Relate events in a detailed manner	-25%	demonstrate control of basic structures & vocabulary, although errors in production may interfere with meaning
Transportation	Make appointments and reservations		generally use culturally appropriate behavior in social situations
Education			
At least one area of personal interest: Arts and Communication Business and Management Health Services Human Resources Industrial & Engineering Natural Resources			



ACTFL

THE AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

ACTFL Oral Proficiency Guidelines

Suggestions for moving up the scale

The following chart is based on the ACTFL Oral Proficiency scale, and is designed to help students recognize their language level and develop habits which will help them move up the proficiency scale. In classes containing students at more than one level, students should be encouraged to focus on the types of language needed to move up to the next level. Note: The higher are on the scale, the more difficult it is to move to the next higher level.

Proficiency Level	Description of level	Suggestions to advance to the next level
Novice Mid	<p>The novice mid speaker:</p> <ul style="list-style-type: none"> Communicates minimally, with difficulty, relying primarily on individual words or memorized phrases Can not speak consistently in sentence level discourse May resort to repetition or words from native language Has frequent, long pauses Can often cite lists, but has difficulty constructing sentences Is unable to ask questions or answer direct questions on a variety of topics 	<p>In order to move to novice high, you need to focus on speaking in complete sentences, rather than responding with individual words or short phrases.</p> <ul style="list-style-type: none"> Focus on trying to create with the language by combining words and expressions Always strive to speak in simple but complete sentences, by using at least a subject and verb. Do not try to use more complex sentences at this point. Review and focus on structures to ask questions Learn vocabulary to talk about topics of a personal nature: family, self, school, work, leisure activities, daily activities (personalize this vocabulary to fit your own needs)
Novice High	<p>The Novice High speaker:</p> <ul style="list-style-type: none"> Handles a variety of tasks at the intermediate level (see below), but is unable to sustain performance at that level Can respond to simple, direct questions Can ask a few formulaic questions, when asked to do so Expresses personal meaning by relying heavily on learned expressions Often responds using utterances consisting of short or incomplete sentences Is unable to consistently maintain sentence level discourse 	<p>At the Novice High level, you are functioning more than half the time at the Intermediate level, but are unable to sustain that level all of the time.</p> <ul style="list-style-type: none"> Focus on speaking in complete sentences (includes minimum of subject and verb) Make sure you know sufficient vocabulary to talk about the following topics: family, self, school, work, leisure activities, daily activities, personal preferences Review question forms Focus on consistency and accuracy, to always communicate at the sentence level Practice role play situations Make an effort to use circumlocution (describe words you don't know) rather than using English words

Intermediate Low	<p>Intermediate low speakers are able to:</p> <ul style="list-style-type: none"> • create with the language to express personal meaning • ask and answer simple questions • handle a simple situation or transaction • converse minimally about topics of a personal nature (family, self, school, work, leisure activities, daily activities, likes and dislikes) • maintain consistently sentence level discourse, even though most sentences will be very simplistic 	<p>To advance to the Intermediate Mid level, you need to focus on both <i>quantity</i> and <i>quality</i>. <i>Quantity</i> means giving more than minimal information. <i>Quality</i> means not only accuracy, but more complex sentence structures:</p> <ul style="list-style-type: none"> • Never be content to answer with just one sentence. Always try to respond using at least three sentences. • Give lots of detail (without being prompted) • Try to make your sentences more complex, by using conjunctions (et, mais, parce que, quand, après) relative pronouns (qui, que, dont), adding adjectives or adverbs and prepositional phrases
Intermediate Mid	<p>Intermediate Mid speakers are able to:</p> <ul style="list-style-type: none"> • create with the language to express personal meaning • carry on conversations on familiar topics and complete simple tasks: personal information, family, self, home, daily activities, interests and personal preferences, physical and social needs, such as food, shopping, travel, lodging • ask and answer questions to obtain information • handle a simple situation or transaction • speak in sentences and strings of sentences, but have difficulty making connections, controlling time and aspect (past and future tenses), or using communicative strategies, such as circumlocution 	<p>To become an Intermediate High speaker, you need to focus on advanced level functions. Intermediate High speakers function at the advanced level most of the time, but inconsistently. Focus on:</p> <ul style="list-style-type: none"> • Narrating and describing in all major time frames (present, past and future). Students have particular difficulty mastering the past tenses. • Using connecting words to speak in paragraph length discourse (d'abord, ensuite/puis, après, plus tard, enfin, alors, donc, par exemple, d'ailleurs, mais, etc. See page 210 for a list of some of these words) • Practice circumlocution - describing words or ideas for which you do not know the word in French • Expand topics of discussion beyond those of a personal interest, to include current, public topics of interest



Understanding the OLA Rubrics

Assessment of language proficiency versus explicit grammar and memorized vocabulary is an in depth process that takes time to measure. Be patient with yourself and your students.



The OLA Goals Rubric allows you to see if the student is demonstrating proficiency of being a respectful, trusting and participatory student in the classroom community.



Take time to understand, guide and push your students towards proficiency and community goals.

5 Things to know to properly assess your students:

- 1) The ACTFL language levels
- 2) What level you students are at
- 3) What level you want them to be at by the end of the year
- 4) How to get them there
- 5) It takes time to acquire a language

Abbreviations for both OLA Rubrics

JB – Just Beginning (the student is showing very few signs that he or she is at level)

A- Almost (the student is showing signs that he or she is almost at level)

M – Meets (the student has demonstrated at-level proficiency)

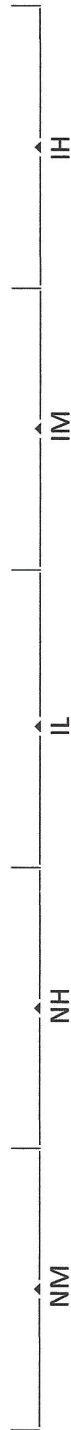
E- Exceeds (the student is showing some signs of proficiency in the level)



Name: _____ Class: _____ Date: _____

Task: _____ Spanish I

Overall Assessment:



OVERALL	JB	A	M	E	Proof – Comments
Comprehension - Responding w/ simple statements or actions					
Yes or no / One word answers					
Vocabulary Lists					
NM					
Phrases (memorized) / Chunks					
NM					

Emerging sentences						
NH						
Beginning to create with the language						
NH						
Original consistent sentences						
*Questions						
IL						
Creating with the language						
IL						
Extending sentences – more vocab & variety						
IM						
Narration – Strings of sentence						
IM						
Description – more						

details and rich information						
IH						
Usage of present, past and future time frames						
A						
Paragraph discourse – Narration & Description						
A						



OLA GOALS RUBRIC

Name: _____ Class: _____ Date: _____

Topic: _____

Overall Assessment:
Just Beginning
Approaches
Meets
Exceeds

OVERALL	JB	A	M	E
To Speak L2	Speaking in L1	Staying in L2 for class activities Side talking in L1	Staying in L2 all the time. Encouraging others to stay in L2.	Staying in L2 all the time and encouraging others to use L2, even when the teacher is not present.
Participate / Be part of a community	Breathing Needs monitoring	Some comfortability Not distracting from community Goes with the flow Observing & copying Trying to survive	Recognize your role and take ownership Contributing Encouraging Supporting others Positive	Contributing Encouraging Supporting others Positive Lead

To not be afraid of L2 environment	Reacting with fear	Reacting with frustration	Dealing, understanding & coping with frustration effectively	Laughing at yourself Fearlessness Seeking out external opportunities.
To take risks / Break down filter & make mistakes	Refusal to take risks. Won't try or attempt to speak in L2.	Attempts to take risks and make sometimes some of the time.	Consistently takes risks and makes mistakes in order to communicate.	Supporting other students in their mistakes. Contributing to a risk-taking environment (by
To Infer	Refusal to try to understand	Resisting but partial or occasional attempts	Consistently attempts to guess at meaning	Persistence for understanding and helping others to understand in L2. Pushing others to continue to infer.

To circumlocute	Content with not getting their messages across or resorting to L1.	Occasionally attempts the task. Will often give up.	Completes the task	Completes the task and encourages others to complete the task
Self driven/ motivated (Ownership)	Uninterested	Copying others	Curiosity	Inspiring others. Using language outside of class.